ABSTRACT

Faiza, Ria Nurul. 2010. *The Use of Semantic Map to Improve Students' Ability In Making Recount Text.* A Final Project. English Department. Languages and Arts Faculty, Semarang State University. The first advisor is Intan Permata Hapsari, S. Pd, M. Pd and the second advisor is Dr. Dwi Anggani, L. B, M. Pd.

The title of the final project is õThe use of semantic map to improve studentsø ability in making recount text (a case study at the Eight Grade Students of SMP Islam Tegowanu, Grobogan)ö. The aims of this study are to find out if semantic map can improve studentsø ability in making recount text and the effectiveness of using semantic map compared with conventional method. This study is an experimental research in which I studied two groups: an experimental group and a control group. The experimental group was the 8 A class that was taught writing recount text by using semantic map whereas the control group that was 8 B class that was taught writing recount text without using semantic map as media. Those two groups belong to õSMP Islam Tegowanuö Grobogan.

I used a test to gather the data. The test was writing text. The students were expected to make a recount text.

The result shows that semantic map is an effective media that is proved by the improvements of studentsø ability in making recount text. The improvements are in content, organization, grammar, word choice and mechanic.

I used the studentsø test result that was completed by the means to know the difference of the studentsø competence in writing recount text between the experimental and the control groups. The result shows the difference between the two groups that is 11.75. I used t-test formula to know the significanct difference. The number of subjects in this experiment for experimental and control groups were 54 with the degree of freedom (df) 52, that was N1+N2-2. At the 5% (.05) alpha level of significance, the obtained critical value is 1.676. It is higher than the critical value (2.449 > 1.676), thus the difference is statistically significance. Then, at the 1% (.01) alpha level of significance, the obtained critical value is 2.307. It is higher than the critical value (2.449 > 2.307), and it can be said that the difference is statistically significance.

Hopefully the results of the research can be used as the consideration for the teacher to make improvements and betterments of the teaching writing. The use of semantic map can be done as one of the techniques to teach writing composition, especially recount text.

Keywords: semantic map, recount text